DOCUMENT RESUME

ED 434 068 SO 031 071

TITLE	Social Studies: Grades 4, 8, & 11. Content Specifications for Statewide Assessment by Standard.
INSTITUTION	Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
PUB DATE	1998-04-13
NOTE	53p.; Contains light print.
AVAILABLE FROM	Missouri State Dept. of Elementary and Secondary Education, P.O. Box 480, Jefferson City, MO 65102-0480.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Academic Standards; Benchmarking; Elementary Secondary Education; Grade 11; Grade 4; Grade 8; *Social Studies; *State Standards; *Student Educational Objectives; *Student Evaluation
IDENTIFIERS	*Missouri

ABSTRACT

This state of Missouri guide to content specifications for social studies assessment is designed to give teachers direction for assessment at the benchmark levels of grades 4, 8, and 11 for each standard that is appropriate for a statewide assessment. The guide includes specifications of what students are expected to know at the benchmark levels of grades 4, 8, and 11 for each of the seven "Show-Me" Social Studies Knowledge Standards. Recommendations for how the "Show-Me" Performance Standards may be addressed in social studies classrooms are given. A glossary of terms, primarily related to technical social studies terms used in the second part of this guide, is included. The seven standards cited in the guide are knowledge of: (1) the principles expressed in documents shaping constitutional democracy in the United States; (2) continuity and change in the history of Missouri, the United States, and the world; (3) principles and processes of governance systems; (4) economic concepts (including productivity and the market system) and principles (including the laws of supply and demand); (5) major elements of geographical study and analysis (such as location, place, movement, regions) and their relationship to changes in society and the environment; (6) relationships of the individual and groups to institutions and cultural traditions; and (7) the use of tools of social science inquiry (such as surveys, statistics, maps, documents). (BT)

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Content Specifications for Statewide Assessment By Standard

Social Studies

Grades 4, 8, & 11

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April 13, 1998

Missouri Department of Elementary and Secondary Education
Robert E. Bartman, Commissioner of Education

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Table of Contents

Introduction 2

Content Specifications for the Social Studies Show-Me Knowledge Standards to Be Used in the Social Studies Portion of the Missouri Assessment Program 4

- Standard 1 (Principles of Constitutional Democracy) 4
- Standard 2 (American History) 5
- Standard 2 (World History) 6
- Standard 3 (Principles & Processes of Governance Systems) 7
- Standard 4 (Economic Concepts & Principles) 8
- Standard 5 (Elements of Geographical Study & Analysis) 9
- Standard 6 (Relationships of Individual & Groups to Institutions & Traditions) 11
- Standard 7 (Tools of Social Science Inquiry) 12

Recommendations Pertaining to Show-Me Performance (Process) Standards to Be Assessed in Social Studies 13

- Goal 1 (Skills of Gathering, Analyzing, & Applying Information & Ideas) 13
- Goal 2 (Skills to Communicate Effectively within & Beyond the Classroom) 16
- Goal 3 (Skills to Recognize & Solve Problems) 17
- Goal 4 (Skills to Make Decisions & Act as Responsible Members of Society) 19

Glossary 21

Introduction

Why this publication?

In 1993, the General Assembly passed the Outstanding Schools Act in large part to promote higher levels of student achievement in Missouri's public schools. In March 1996, the Department of Elementary and Secondary Education published the Show-Me Standards in compliance with the requirement in the Outstanding Schools Act for the state to identify up to 75 Academic Performance Standards for the students of Missouri's public schools. In November 1996, the Department published *Missouri's Frameworks for Curriculum Development* to show school districts how they could build the Show-Me Standards into their instructional programs. Since that time, the Missouri Assessment Program has been at work in developing performance assessment instruments directed to assessing student performance vis-a-vis the Show-Me Standards.

In the fall of 1997, the Department published *Assessment Annotations for the Curriculum Frameworks* in Communication Arts, Mathematics, and Science. The assessment annotations had two major functions: (a) to inform those people developing items for the Missouri Assessment Program on what content would be "fair game" to expect students to know for the assessments at each of the three assessment benchmark levels assigned to the specific subject area and (b) to inform local educators on what could be on the assessment in order to provide instruction that would prepare their students for successful performance on the assessments.

Why is the format of this publication different from that of the assessment annotations?

The assessment annotations, which were based on *Missouri's Frameworks for Curriculum Development* in each of the three subject areas, utilize the same format as the frameworks for many of their pages. In particular, they use a three-column format, where the first two columns, those dealing with specifications for what all students should know and what all students should be able to do, are identical to those in the curriculum frameworks. The only change is that in the third column the assessment annotations inform readers on what is to be assessed in the statewide assessment instead of listing classroom activities.

Social studies item writers and teachers also need to know what knowledge and skills should be expected of students for each of the three benchmark levels to be assessed in social studies, that is, for levels 4, 8, and 11. The problem is that the *Missouri's Framework for Curriculum Development in Social Studies* does not lend itself such concise annotations as was the case in communication arts, mathematics, and science.

Hence, this publication, designed to address the same needs as the assessment annotations in the other subject areas, is written in a different style from the three assessment annotations. This one is based on the organization of the Show-Me Standards rather than the social studies curriculum framework.

What is the relationship of this publication to the Show-Me Standards and *Missouri's Framework for Curriculum Development in Social Studies?*

This publication is designed to give social studies item writers and teachers direction with regard to what is "fair game" for assessment in social studies at the benchmark levels of Grades 4, 8, and 11 for each Show-Me Standard that is appropriate for a statewide social studies assessment. *Missouri's Framework for Curriculum Development in Social Studies* presents different information. It offers constructive advice in answering questions like these: What is the special purpose or rationale for social studies? How should social studies programs be organized, K-12? What are some important guiding questions that ought to be addressed in the K-4, 5-8, and 9-12 curriculum? What skills should be taught and used in connection with those guiding questions? What are examples of some good activities to use in social studies units that would address the Show-Me Knowledge and Performance Standards?

While each publication has its own special functions, both publications may be used to support one another, because both publications are designed as means of promoting instruction that address the very same set of Show-Me Standards.

How is this publication organized?

This publication has the following four major parts, as a glance at the Table of Contents readily shows:

1. This introduction;
2. Specification of what students are expected to know at the benchmark levels of 4, 8, and 11 for each of the seven Show-Me Social Studies Knowledge Standards;
3. Recommendations for how the Show-Me Performance Standards may be addressed in social studies classrooms; and
4. A glossary of terms, primarily related to technical social studies terms used in the second part of this publication.

Part 2 of this publication has been used by item writers to give them guidance on what they could ask of students at the benchmark levels for which they were writing items. This portion of this publication is very important because the Show-Me Knowledge Standards for social studies are so general that they do not clearly inform local educators on what is to be assessed at each level.

CONTENT SPECIFICATIONS BY STANDARD FOR THE SOCIAL STUDIES PORTION OF THE MISSOURI ASSESSMENT PROGRAM

For many questions on the state test at all levels, stimulus materials will be provided in the form of readings, maps, charts, and statistics to help prompt the recall of information learned in earlier grades. (Note: With a few exceptions, words in italics are defined in a glossary, which may be found beginning on page 22.)

Standard 1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States.

Grade 4 Benchmark	Grade 8 Benchmark	Grade 11 Benchmark
Knowledge of the following principles and ideas: 1. The Constitution as the fundamental law of our nation, providing guiding principles upon which other laws are based and listing limits on what the government can do. Guiding principles include: • the idea that laws and rules are made and changed to promote the *common good* • the concept of *majority rule* • the concept of citizens having *rights*. 2. Citizens have both rights and *responsibilities*: • Rights include freedoms of religion, speech, press; to assemble peacefully; to petition the government; and to be treated fairly by the government. • Responsibilities include respect for the rights of others and treating others fairly (justice). 3. Understanding of the main purposes of these two documents: • The Declaration of Independence • The Constitution including the Bill of Rights. 4. Symbols of our nation, such as the flag, the Statue of Liberty, and the Nation's capitol, as well as understanding of the Pledge of Allegiance and the National Anthem.	1. Knowledge of principles expressed in the following documents: • The Declaration of Independence ◊ inalienable rights ◊ government by consent of the governed • The Constitution ◊ limited government ◊ rule of law ◊ majority rule and minority rights ◊ separation of powers ◊ checks and balances ◊ amendment process ◊ federalism (i.e., as regards federal and state governments, powers being shared, delegated, and reserved) ◊ popular sovereignty ◊ due process of law (see Amendments V & XIV) ◊ voting by citizens, especially as later amendments were passed. • The Bill of Rights ◊ basic rights and freedom (for rights listed, see Amendments 1-8; for rights not listed, see Amendment 9) ◊ protections against the government (fair trials, rights of accused, due process of law, etc.). 2. Knowledge of responsibilities governments and citizens need to accept in order to carry out the principles listed above.	1. Knowledge of such principles as: • checks and balances (see Documents e, f, g, h below) • *separation of powers* (e, f, g, h) • *democracy* and *republic* (a, b, c, e, f) • *federalism* (e, f, g, h) • civic responsibilities (b, e, f, g) • changing roles of government—philosophy, limits, duties (a, e, g) • *popular sovereignty* (a, b, c, e, f, g) • representation (a, b) • origins of the U.S. governmental system (c, d, e, f, g) • roles and influence of political parties and interest groups (g) • due process of law (h) • judicial review (a, g, h, i). 2. Understanding of the relevance and connection of constitutional principles when supplied with passages linked to the following documents: a. Magna Carta b. Enlightenment writings (i.e. Hobbes, Locke, Rousseau, Montesquieu, and The Social Contract Theory) c. Mayflower Compact d. Declaration of Independence e. Articles of Confederation f. U.S. Constitution g. Federalist Papers h. Amendments to Constitution, emphasizing Bill of Rights i. Key Supreme Court decisions (e.g., Marbury v. Madison, McCulloch v. Maryland, Miranda v. Arizona, Plessy v. Ferguson, Brown v. Board of Education of Topeka).

Standard 2. Knowledge of continuity and change in the history of Missouri, the United States, and the world. (American History)

Grade 4 Benchmark	Grade 8 Benchmark	Grade 11 Benchmark
1. Knowledge of the ways Missourians have interacted, survived, and progressed from the distant past to present times. • Knowledge about individuals from Missouri who have made contributions to our state and national heritage. (Although Missouri has no official list of such people, students should know about a variety of such people. Examples of a few such people include Lewis and Clark, Mary Easton Sibley, John Berry Meachum, George Washington Carver, Laura Ingals Wilder, Mark Twain, Harry S Truman, and Thomas Hart Benton.) • Broad knowledge about the following developments, their importance and general sequence: ◊ The habitats, resources, art, and daily life of Native American peoples (Woodland and Plains Indians) ◊ Settlements in Missouri of people of European and African heritage ◊ The Louisiana Purchase ◊ The Lewis & Clark Expedition ◊ The impact of westward expansion on Indians in Missouri ◊ Statehood and the Missouri Compromise (when Missouri became a state, why statehood was difficult to obtain, Missouri as a slave state) ◊ Westward Expansion (people's motivation, their hardships, Missouri as a jumping off point to the West) ◊ Civil War (Missouri as a border state) ◊ Changes in Missouri since the Civil War in education, transportation, and communication. 2. Knowledge about the contributions of non-Missourians students typically study in K-4 programs, i.e., George Washington, Thomas Jefferson, Abraham Lincoln, and Martin Luther King.	Knowledge of causes, consequences, and general sequences of the following events and developments in United States history and of the roles people played in them: 1. Viability and diversity of Native American cultures before Europeans came. 2. Discovery, exploration, and early settlement of America. 3. The American Revolution, including the perspectives of patriots and loyalists and factors that explain why the Americans were successful. 4. The drafting of the Constitution and the formation of a new nation. 5. Westward Expansion • The Louisiana Purchase • The Lewis and Clark Expedition • The Missouri Compromise • Texas and the Mexican War • Oregon Territory • The California Gold Rush. 6. Cultural interactions among these groups: • Native Americans • Immigrants from Europe • Africans brought to America. 7. Reform Movements • abolitionism • the women's movement • Jacksonian Democracy. 8. Civil War and Reconstruction • Issues related to political, economic, and social causes of the war • Issues related to political, economic, and social consequences of the war, such as emancipation of slaves, preservation of the Union, etc. (Note: Given the timing of the test in the spring, Civil War-related items that may appear in the social studies MAP at this level will address causes more than consequences of the war.)	Knowledge of United States and Missouri history addresses significant events, people, ideas, trends, and conflicts with concern for chronology, causes, consequences, and relationships. The 11th-grade assessment will be an overview of U.S. history with an emphasis on post-1880 events. 1. The migrations of people from many regions of the world, the cultures and religious traditions that have contributed to America's history, and their interactions. 2. The evolution of American democracy, its ideas, institutions, and political processes from colonial days to the present to include • the American Revolution • the Constitution and amendments • the Civil War and Reconstruction • struggle for civil rights • expanding role of government 3. The development of the American economy to include: • the impact of geographic factors • the role of the frontier and agriculture • the impact of technological change and urbanization, on land, resources, society, politics, and culture • the changing relationships between government and the economy. 4. The evolution of United States domestic and foreign policies to include: • isolationism • Manifest Destiny • imperialism • two world wars • The New Deal • Cold War • global *interdependence* 5. The changing character of American society and culture (i.e., arts and literature, education and philosophy, religion and values, and science and technology) 6. Missouri history as it relates to major developments of U.S. history, to include: • exploration and settlement • mid 1800's (conflict and war) • urbanization/industrialization, post-industrial societies

Standard 2. Knowledge of continuity and change in the history of Missouri, the United States, and the world. (World History)

Grade 4 Benchmark	Grade 8 Benchmark	Grade 11 Benchmark
	Students should possess a general knowledge of cultures that preceded the era of Columbus and their contributions: 1. River Civilizations • Ancient Egypt in North Africa (pyramids and mathematics) • India (religions and culture) • Mesopotamia (beginnings of civilization) • China (technological advances). 2. Greece civilization and Roman empire • origins of democracy • *rule of law* • government structures. 3. Africa • empires • agriculture, arts, gold production, and the trans-Saharan caravan trade • spread of Islam into Africa. 4. Europe in the Middle Ages • rise of kingdoms • feudalism • the Crusades. 5. Japan • feudalism • rise of war lords • art. 6. The Americas • Mayans • Aztecs • Incas.	Knowledge of world history addresses significant events, people, ideas, trends, and conflicts with concern for chronology, causes and consequences, and relationships across time and place. The 11th-grade assessment will be an overview of world history with an emphasis on post-1450 events, expanding beyond a focus primarily upon Europe. 1. Major developments and distinctive characteristics of Asia, Africa, the Americas, and Europe to include political institutions, cultures, and civilizations, their achievements in the arts, sciences, technology, and philosophy. 2. Interactions among civilizations from earliest times influenced by trade, conquest, advancing technologies, transportation, and communication. 3. Origins, ideas, moral codes, institutions, and spread of major religious and philosophical traditions, such as Judaism, Christianity, Islam, Hinduism, Buddhism, and Confucianism. 4. Major landmarks in the human use of the *environment* to include: hunter-gathers, Agricultural Revolution, urbanization, and industrialization. 5. Significant developments in, changes in, and the impact of: • political theory (republicanism, monarchies and divine right, nationalism and imperialism) • economic theory (feudalism, mercantilism, capitalism, socialism and communism) • philosophy and culture (renaissance, Reformation, Enlightenment, and global interdependence).

Standard 3. Knowledge of principles and processes of governance systems.

Grade 4 Benchmark	Grade 8 Benchmark	Grade 11 Benchmark
1. Knowledge of democratic principles of governance, especially as applied to school, community, and state: • protection of individual rights (See Item 2 listed in the Benchmark for Standard 1.) • promotion of the *common good* • democratic decision-making processes (i.e., decision making by the people or by their elected representatives) • peaceful resolution of disputes by courts or other legitimate authorities, such as parents, teachers, principals, etc. 2. A general knowledge of how authoritative decisions are made, enforced, and interpreted and by whom within these governance systems: • family • community • local, state, and national governments. 3. Identification of the functions of the *three branches of government* at the state and federal levels.	1. Knowledge of principles and process of government: • *limited and unlimited governments* (i.e., democratic and authoritarian governments) and how people's lives vary under these systems. 2. Knowledge of principles and processes of governments in a democracy: • *rights* and *responsibilities* of individuals • how laws are made, interpreted, and enforced • how leaders are selected • how power is distributed among individuals and branches of government • how to participate in government (i.e., voting, campaigning, lobbying, participating in a political party, petitioning, influencing public opinion, etc.). 3. Knowledge of local, state, and national governments in the United States • powers • functions • impact on people's lives • decision making and conflict resolution in courts at local, state, and national levels (roles of judge, jury, attorneys for prosecution, plaintiff, and defense; civil vs. criminal law; court procedures).	1. Knowledge of purposes and structure of laws and government (with emphasis on the federal and state governments). 2. Knowledge and impact of governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, oligarchic, theocratic. 3. Knowledge of principles of government, such as: • *limited government* • *majority rule* and minority rights • constitution and civil rights • checks and balances • merits of the above principles. 4. Knowledge of processes pertaining to: • selection of political leaders (with an emphasis on presidential and parliamentary systems) • functions and styles of leadership (including authoritarian, democratic, and *laissez faire*) • governmental systems • how laws and rules are made, enforced, changed, and interpreted.

Standard 4. Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand).

Grade 4 Benchmark	Grade 8 Benchmark	Grade 11 Benchmark
1. Knowledge of basic economic concepts, being able to explain them and use them to interpret everyday events: • *scarcity* • *opportunity cost* • trade using *money* and *bartering* • *consumer*, *consumption*, *producer*, and *production* • *supply* and *demand* • *natural*, *capital*, and *human resources* • *private goods* and *public goods* • *saving* and *investment* 2. Knowledge of how to interpret past, explain present, and predict future consequences of economic decisions. (Decisions would be of a nature that is meaningful to fourth graders, such as decisions made by consumers and decisions pertaining to the *environment*.) 3. Knowledge of the existence and purposes of *taxes*, especially taxes students experience, such as sales taxes. (Students should know how tax moneys are used, who benefits from tax-supported services, and who pays for those services.) 4. Knowledge of how to make decisions using *cost-benefit analysis*. 5. Knowledge of how households, businesses, and governments are *interdependent*. (Students should be able to explain how decisions of households, businesses, and governments affect one another.)	1. Knowledge of economic concepts, being able to explain and use them when interpreting current and historical events: • *scarcity* • *supply* and *demand* • *specialization* of regions, nations, and individuals (trade) • *trade-offs* (*opportunity cost*) • *investment* • *productivity* • income, wealth, and *sources of wealth* • *Gross Domestic Product (GDP)* • *inflation* • *profit* and *profit motive* • *business cycle* (expansion, recession, depression) • unemployment • *market economy*. 2. Knowledge of the role of technology in our economy and of how our economy has changed from an agricultural economy to an industrial economy. 3. Knowledge of how to interpret the past, explain the present, and predict future consequences of economic decisions. 4. Knowledge of the consequences of personal and public economic decisions. 5. Knowledge of how decisions and actions of governments, businesses, groups and individuals affect one another in our largely market economy. 6. Knowledge of different forms of taxes, such as tariffs, sales taxes, and income taxes, and their purposes.	1. Knowledge of *economic systems*: traditional, market, command, mixed. 2. Knowledge of major economic concepts, such as: • *scarcity* • *opportunity cost* • *factors of production (human resources*, natural resources, and *capital resources)* • *supply* and *demand* (shortages and surpluses) • *Gross Domestic Product* • *savings* and *investment* • *business cycle* • *profit* • *government regulation* and deregulation • budgeting • income • unemployment and full employment • inflation and deflation. 3. Knowledge of the roles people, business, and government play in economic systems, such as: • *monetary policy* (why the Federal Reserve System influences interest rates and money supply) • *fiscal policy* (government taxation and spending) • how monopolies affect people's lives and how they are regulated • how boycotts, strikes, and embargoes affect trade and people's options • why businesses may choose to build in or move to other regions or countries. 4. Knowledge of economic consequences of personal and public decisions. 5. Knowledge of the functions and effects of major economic institutions of the U.S. economy, such as corporations, labor unions, and financial institutions. 6. Knowledge of the U.S. role in the global economy and of the roles of trade, treaties, international organizations, and *comparative advantage* in the global economy. 7. Knowledge of the roles of government in a market economy (defining and protecting property rights, maintaining competition, promoting goals such as full employment, stable prices, growth, and justice).

Standard 5. Knowledge of major elements of geographical study and analysis (such as location, place, movement, regions) and their relationship to changes in society and the environment.

Grade 4 Benchmark	Grade 8 Benchmark	Grade 11 Benchmark
1. Knowledge of how to read and construct maps, attending to such features as the map's title, key, and compass rose. 2. Knowledge of the geography of Missouri, the United States, and other regions using maps and applying the following geographic themes or concepts: • ***Location*** ◊ Students can locate the cities of Kansas City, Springfield, St. Louis, Jefferson City, Columbia, and St. Joseph; the Mississippi and Missouri Rivers; the states bordering Missouri; and the world's continents and oceans. ◊ Students can communicate the location of a place by pointing it out on map, by describing its *absolute location* (description of a location using some grid system), and by describing its *relative location* (description of a location by explaining where the place is in relation to one or more other places). • ***Place*** Students can explain how the features of a place depend upon: ◊ its *physical characteristics* (landforms, water bodies, climate, natural vegetation, animal life, etc.) and ◊ its *human characteristics* (population composition, architecture, kinds of economic and recreational activities, transportation and communication networks, etc.) • **Relationships within Places *(Human-Environment Interactions)*** ◊ ***Physical systems*** Students can describe various *ecosystems* in Missouri and the world and what physical factors cause them to be as they are (for example, when provided with maps, students can answer such questions as: Why is it warmer at the equator than at the North Pole? Why does it rain more on one side of a mountain than on the other?) ◊ ***Human systems*** Students can describe why people of different groups settle more in one place than another and how transportation and communication systems	1. Knowledge of geographic research sources (e.g., maps, satellite images, globes, charts, graphs, and databases) and how to evaluate and use them: • to acquire, process and report information; • to answer questions and solve problems; • to construct maps 2. Knowledge of the geography of Missouri, the United States, the Americas, and world to make predictions and solve problems using given maps, their own *mental maps*, and the following geographic themes or concepts: • ***Location*** ◊ Students can locate major cities of Missouri, the United States, and world; states of the United States and many of the world's nations; the world's continents and oceans; and major topographic features of the United States and world. ◊ Students know how to locate real places and describe those locations by their *absolute locations* and their *relative locations*. • ***Place*** Students can explain how places are unique, having features that differ in: ◊ *physical characteristics*, such as climate, topography, relationship to water and ecosystems and ◊ *human characteristics*, such as people's education, language, diversity, economies, religions, settlement patterns, ethnic background, and political system. • **Relationships within Places *(Human-Environment Interactions)*** ◊ ***Physical systems*** • Students can describe how physical processes shape the physical environment. • Students can describe a variety of ecosystems, explain where they may be found, and explain how physical processes and human activities may change them. ◊ ***Human systems.*** • Students can identify major patterns of population distribution, *demographics*, and migrations in the United States and world and the impact of those patterns on cultures and com-	1. Knowledge of geographic research sources (e.g., maps, satellite images, globes, charts, graphs, and databases) and how to evaluate and use them: • to interpret Earth's physical and human systems; • to identify and solve geographic problems; • to construct maps. 2. Knowledge of the geography of Missouri, the United States, and world to make predictions and solve problems using given maps, their own knowledge, and the following geographic themes and concepts: • ***Location*** ◊ Students can locate major cities of Missouri, the United States, and world; states of the United States and many of the world's nations; the world's continents and oceans; and major topographic features of the United States and world. ◊ Students know how to communicate locations of places by creating maps and by describing their *absolute locations* and *relative locations*. • ***Place*** Students have knowledge of place, being able to: ◊ identify *physical characteristics* and *human characteristics* that make specific places unique; ◊ explain how and why places change; ◊ explain how and why different people may perceive the same place in varied ways. • **Relationships within Places *(Human-Environment Interactions)*** ◊ ***Physical systems*** • Students can explain how physical processes shape the earth 's surface. • Students can describe the distribution and characteristics of ecosystems, the forces that have led to their formation, and how they vary in biodiversity and productivity. ◊ ***Human systems.*** • Students can recognize major patterns and issues with regard to population distribution, *demographics*, settlements, migrations, cultures, and economic systems in the United States

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have facilitated the movement of people, products, and ideas.

- ◊ ***Human-Environment Interactions*** Students can describe how people are affected by, depend on, adapt to, and change their environment.

- **Relationships Between and Among Places: *Movement***
  - ◊ Students can explain why people living in different places (cities, suburbs, towns, villages) and specializing in different ways of making a living have a need to interact with each other.
  - ◊ Students can describe different types of communication and transportation and identify their advantages and disadvantages.
  - ◊ Students can describe how changes in communication and transportation technologies affect people's lives.
- ***Regions***
  - ◊ Students can define *regions* (i.e., as places that have some unifying characteristic—political, climatic, language, physical, etc.) and identify examples of different regions (e.g., urban, rural, recreational area, wheat-producing region, business district).
  - ◊ Students can compare regions (e.g., explain how life in a city region is different from life in a rural region or how landscapes in mountainous regions look different from landscapes in plains regions).

3. Knowledge of how to use geography to interpret the past (e.g., why rivers have played an important role in human transportation), explain the present (e.g., why today's supermarkets are able to sell apples throughout the year), and predict future consequences (e.g., what will likely happen if the population of a city increases considerably).

munity life.

- ◊ ***Human-Environment Interactions***
  - Students can identify world-wide patterns for how resources are distributed.
  - Students can identify how technology and culture influence resource use.
  - Students can identify environmental consequences of how people use resources.
  - Students can identify the effect of natural forces upon human activities.

- **Relationships Between and Among Places: *Movement***
  - ◊ Students can describe trade patterns, explaining how supply and demand influence movement of goods and services, human, natural, and capital resources.
  - ◊ Students can explain causes and effects of migration streams, of movements of people to job markets, and of barriers to human movement and how people overcome such barriers.
  - ◊ Students can explain how changes in transportation, communication, and other technologies affect the movement of people, products, and ideas.
- ***Regions***
  - ◊ Students can identify different kinds of *regions*.
  - ◊ Students can compare regions and predict how human life in one region would differ from that in another.
  - ◊ Students can explain how regions relate to one another and change over time.

3. Knowledge of how to use geography to interpret the past, explain the present, and plan for the future.

and world.

- ◊ ***Human-Environment Interactions***
  - Students can explain how technology has expanded people's capacity to modify the physical environment.
  - Students can identify how changes in the physical environment may reduce the capacity of the environment to support human activity.
  - Students can identify and evaluate policies and programs related to the use of resources.

- **Relationships Between and Among Places: *Movement***
  - ◊ Students can explain factors that account for patterns in trade and human migration
  - ◊ Students can describe major effects of changes in patterns of the movement of people, products, and ideas.
  - ◊ Students can identify issues pertaining to the movement of people, products, and ideas and propose and evaluate ways to address those issues.
- ***Regions***
  - ◊ Students can list and explain criteria that give *regions* their identities in different periods of U.S. and world history.
  - ◊ Students can explain how parts of a region relate to each other and to the region as a whole (e.g., states to nation).
  - ◊ Students can explain how regions relate to one another.
  - ◊ Students can explain how and why regions change.

3. Knowledge of how to use geography to interpret the past, explain the present, and plan for the future.

Standard 6. Knowledge of relationships of the individual and groups to institutions and cultural traditions.

Grade 4 Benchmark	Grade 8 Benchmark	Grade 11 Benchmark
To some extent, Standard 6 at this benchmark level will be tested in the social studies MAP within the context of assessment modules that deal with history, geography, government, and economics. 1. Knowledge of how people have common physical, social, and emotional needs and of how those needs have been met in different ways in different cultures and times. 2. Knowledge of how the needs of individuals are met by families, friends, groups, and organizations (e.g., governments, businesses, schools, religious institutions, charitable organizations, etc.). 3. Knowledge of constructive processes or methods for resolving conflicts. (Such processes or methods include identifying the problem, listing alternatives, selecting criteria for judging the alternatives, evaluating the alternatives, and making a decision.)	*Standard 6 at this benchmark level will be tested in the social studies MAP within the context of assessment modules that deal with history, geography, government, and economics.* 1. Knowledge of how the needs of individuals are met by families, friends, groups, and organizations, such as governments, businesses, schools, religious institutions, and charities, in this and other cultures. 2. Knowledge of how a person becomes a member of a group or institution and of what factors influence inclusion to or exclusion from a group. 3. Knowledge of how cultural traditions, human actions, and institutions affect people's behavior. 4. Knowledge of how laws and events affect members of and relationships among groups. 5. Knowledge of how personal and group experiences influence people's perceptions and judgments of events. 6. Knowledge of how ideas, concepts, and traditions have changed over time. 7. Knowledge of constructive processes or methods for resolving conflicts. (See Item 3 of Grade 4 of this standard.)	*Standard 6 at this benchmark level will be tested in the social studies MAP within the context of assessment modules that deal with history, geography, government, and economics.* 1. Knowledge of major ideas and beliefs of different cultures and of how people learn whatever is necessary to be a participant in their culture. 2. Knowledge of how the roles of class, ethnic, racial, gender, and age groups have changed in society, their causes and effects. 3. Knowledge of major social institutions, such as family, education, religion, economy, and government, and of how they fulfill human needs. 4. Knowledge of consequences that can occur when: • institutions fail to meet the needs of individuals and groups and • individuals fail to carry out their personal responsibilities. 5. Knowledge of the causes, consequences, and possible resolutions of cultural conflicts.

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Standard 7. Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps, documents).

Grade 4 Benchmark	Grade 8 Benchmark	Grade 11 Benchmark
Standard 7 at this benchmark level will be tested in the social studies MAP within the context of assessment modules that deal with history, geography, government, and economics. 1. Knowledge of how to identify, select, and use appropriate resources for social science inquiry: • visual, graphic, and auditory aids (e.g., charts, graphs, timelines, maps, globes, diagrams, ads, posters, and recordings) • *primary* and *secondary sources* (diaries, letters, people, interviews, journals) • library and media resources (computers, dictionaries, encyclopedias, videos, periodicals, atlases, almanacs, telephone directories, books, newspapers) • artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments) 2. Knowledge of how to create maps, timelines, diagrams, and cartoons that communicate to readers.	*Standard 7 at this benchmark level will be tested in the social studies MAP within the context of assessment modules that deal with history, geography, government, and economics.* 1. Knowledge of how to select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, and documents. 2. Knowledge of how to use maps, graphs, statistical data, timelines, charts, and diagrams to interpret, draw conclusions, and make predictions. 3. Knowledge of how to create maps, graphs, timelines, charts, and diagrams to communicate information. 4. Knowledge of how to use technological tools for research and presentation. 5. Knowledge of how to distinguish between fact and opinion and how to recognize bias and points of view. 6. Knowledge of how to identify, research, and defend a point of view/position	*Standard 7 at this benchmark level will be tested in the social studies MAP within the context of assessment modules that deal with history, geography, government, and economics.* 1. Knowledge of how to develop a research plan and identify appropriate resources for investigating social studies topics. 2. Knowledge of how to distinguish between and analyze *primary sources* and *secondary sources*. 3. Knowledge of how to distinguish between fact and opinion and how to analyze sources to recognize bias and points of view. 4. Knowledge of how to interpret such resources as maps, statistics, charts, diagrams, graphs, timelines, pictures, political cartoons, audiovisual materials, continuums, written resources, art, and artifacts. 5. Knowledge of how to create such items as maps, charts, diagrams, graphs, timelines, and political cartoons.

RECOMMENDATIONS PERTAINING TO SHOW-ME PERFORMANCE STANDARDS TO BE ASSESSED IN SOCIAL STUDIES

The Show-Me Performance (Process) Standards listed in the table below were recommended by an ad hoc committee of teachers in December 1997 for use in Missouri's MAP test in social studies. The recommendations were based on the teachers' beliefs that those standards could be assessed on a statewide paper-and-pencil test and that those standards are of importance in social studies at the benchmark levels shown below.

Those standards that the ad hoc committee felt had promise for a given benchmark level have a "Y" in the column for the benchmark level. Those standards that the committee felt were inappropriate for assessment at a level have an "N" in the column for the benchmark level, if the standard is stated at all. Some Show-Me Performance Standards that are important for social studies, such as Standard 4.4 ("Recognize and practice honesty and integrity in academic work and in the workplace"), are not listed because they are better observed and assessed at the local level than at the state level. Local districts will be responsible for devising and implementing their own plans for how they will assess standards that cannot be assessed well at the state level.

It is impossible to do full justice to an assessment of certain performance standards on the state's paper-and-pencil MAP test. In those cases, a district may choose to assess for the standard locally, even though the standard may be assessed by the state. For example, on Standard 1.2 ("Conduct research to answer questions and evaluate information and ideas"), the state's paper-and-pencil test could determine whether students can describe how they would plan to conduct research and how they would be able to evaluate information and ideas, but not how well they could execute a research project. To get a more complete picture of how well students can perform the standard, a local district may choose to supplement the state's test with their own local observations and assessments. In the table below, those standards that can be assessed only partially on the state test have asterisks right behind them.

Local districts should integrate the Show-Me Performance Standards into their programs to help their students acquire deeper understandings of the content and skills needed for life-long learning. We hope the table below offers local school districts useful suggestions for how to do that.

Performance (Process) Standard	4	8	11	Examples of Assessment Activities
1.1 Develop questions and ideas to initiate and refine research*	Y			• Present students with a short story about some event and have students as reporters develop questions to ask an eyewitness. • Develop interview questions for local government officials about their responsibilities or about a specific project. A similar approach could be taken to interviewing a business person about a job or occupation.
		Y		• Pose a real-life issue, perhaps from a newspaper, and ask students to identify problem and identify questions that need to be investigated. • Students could be presented with a research topic and asked where to go for information and what resource materials to use. • Students could be presented with a question like this: "You work for the city of Jefferson City where some citizen have been complaining about an intersection. What research would you have to do to investigate this problem to present it to the city council?"
			Y	• Students, presented with a passage to read that introduces a topic, could be asked to develop questions to direct further study of the topic. It is important to provide specific directions and a rubric.
1.2 Conduct research to answer questions and evaluate information and ideas.*	Y			Students, presented with a scenario where they are given age-appropriate social studies-related questions to answer, could be asked for a plan for how they would answer those questions.

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Performance (Process) Standard	4	8	11	Examples of Assessment Activities
		Y		• The example from the Grade 4 benchmark applies here, except that the age-appropriate questions would need to be appropriate for Grade 8 students. • Students, given a scenario telling about a person conducting research using primary sources or about a jury hearing evidence in a trial, could be asked to assess whether the sources are relevant to the research or case and whether the sources are credible.
			Y	• The examples given for the Grade 8 benchmark also apply here, except that the specific ideas in the scenario would need to be appropriate for Grade 11 students.
1.3 Design and conduct field and laboratory investigations to study nature and society.*	Y			• Students could describe how to learn about the past in their community using oral history sources (i.e., people from their community who have first-hand knowledge about the topic and past era the class is studying).
		Y		• The recommendation proposed for Benchmark Grade 4 would also apply here. • Students could be asked how they would investigate an archaeological site in a manner that would preserve the site's capacity to provide reliable information about the past.
			Y	• The ideas proposed for Benchmark Level 8 also apply here. • Students could be asked to describe how they could learn about the religious and ethnic diversity of their community through interviews, surveys, and field studies. • Students could describe how they would conduct surveys or interviews to find out what public opinion is on a particular issue.
1.4 Use technological tools and other resources to locate, select and organize information.*	Y			• Given an age-appropriate, social studies-appropriate question for students to investigation, students could be asked to identify resources they could use to study that question productively.
		Y		• The same kind of example could be used at this level, except that the question to be used would need to be appropriate for the Grade 8 level. • Present data and graphics for climate over a year's period and ask students to explain climate or seasonal changes.
			Y	• The same kind of examples could be used at this level, except that the types of questions that might be used would be ones appropriate for the Grade 11 level.
1.5 Comprehend and evaluate written, visual and oral presentations and works.*	Y			• Students could be given maps, cartoons, timelines or documents that are appropriate to their age level and asked to explain what they are saying, to interpret them, or to evaluate them. • Students could be given an age-appropriate text to read and asked to show what it is communicating using a timeline or graph.
		Y		• Similar types of examples could be used at this level, except that the types of sources that would need to be appropriate for the Grade 8 level. They might include political cartoons and letters to the editor. • Students could be asked to identify points of view in given texts, such as editorials and letters to the editor.
			Y	• Similar types of example could be used at this level, except that the types of sources that would need to be appropriate for the Grade 11 level. They may include political cartoons, graphs, editorials, texts of campaign speeches, etc..

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Performance (Process) Standard	4	8	11	Examples of Assessment Activities
1.6 Discover and evaluate patterns and relationships in information, ideas and structures.	Y			• Students could be given a timeline and asked whether it is plausible for one given event on the timeline to be called a cause of another given event.
		Y		• Students could be given two or more primary sources that deal with the same event and asked to explain what we can learn from them about the event from those sources and to explain why those two sources may be in disagreement with each other. • Students could be given statistical tables pertinent to immigration and asked to draw conclusions from those tables, identifying patterns implicit in the tables. • Students could interpret information presented in Venn diagrams or other graphics. • Students, given two maps, one showing various physical features, the other showing population densities, could be asked to explain what conclusions they can draw about human settlements based on their study of both maps.
			Y	• See examples specified for Benchmark Levels 4 and 8.
1.7 Evaluate the accuracy of information and the reliability of its sources	Y			• Given a topic and a source of information that communicates information about the topic and information about the author of the source, indicate whether the source would be a reliable one. • Given an account of an event by an eyewitness and an account by someone who heard about the event second-hand accompanied by information about how the sources came up with their accounts, students would indicate which account is more reliable, giving reasons.
		Y		• Given two or three sources on a topic, evaluate which might be most reliable or accurate. • Given a topic and biographical sketches of two sources of information on the topic, identify which source would probably be the more reliable. • Evaluate the validity of a painting given the dates of the painting and the event.
			Y	• Several of the ideas expressed for Benchmark Levels 4 and 8 could be applied here. • Have students differentiate between primary and secondary sources. • Students could compare two sources showing their findings using a Venn diagram. • Students could be given excerpts from two or three sources and asked to identify which is the most reliable, giving reasons.
1.8 Organize data, information and ideas into useful forms (including charts graphs, outlines) for analysis or presentation.	Y			• Given some simple data about immigrants to Missouri, students could construct a simple graph, such as a bar graph or a circle graph.
		Y		• Students make graphs, charts, outlines, timelines, or maps from given data. • Students place historical and geographic information described in texts or timelines on maps in some kind of meaningful pattern.
			Y	• Students take information that is given and put it into another form (graph, chart, outline, etc.).
1.9 Identify, analyze and compare the institutions, traditions and art forms of past and present societies.	Y			• Given art forms or photographs of different cultures, compare and analyze their similarities and differences. • Ask students to identify 2 or 3 changes that would have occurred in their classroom over the last 100 years.

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Performance (Process) Standard	4	8	11	Examples of Assessment Activities
		Y		• Students, given 3 short descriptions of early tribal governments, may be asked to pick out those practices, actions, and structures that may be called democratic and to explain why. • Students, given pictures of tools or technologies that have changed over time, may be asked to identify advances over time and to sequence them chronologically.
			Y	• Students, given photographs from two time periods in one culture or photographs from the same time period in two cultures focused on similar subject matter (family scenes, architecture, transportation, etc.), perhaps accompanied by text, may be asked to make comparisons.
1.10 Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.	Y			• Students may be asked to apply economic concepts to interpret observations in the local community (e.g., why prices of one item rises while others are falling) at different times of year. • Students may be asked to apply democratic concepts to how decisions are made in the school and local community.
		Y		• Have students apply concepts found in the knowledge benchmarks to the context of the school and community. Some examples follow. • Have students identify economic choices consumers have to make using advertisements and opportunity costs likely if a person chooses one item rather than another. • Have students explain how they would apply the concept "responsibilities of a citizen" to the school and community. • Have students apply the concept of opportunity cost to how an individual or community uses its resources.
			Y	• Have students predict how workers in an automobile factory would view an increase in the price of automobiles. • Have students predict consequences of change for different people resulting from increased interest rates or a general rise in prices or in employment.
2.1 Plan and make written, oral and visual presentations for a variety of purposes and audiences.*	Y			• Students are asked to write their answers to questions as if presented for a specific audience, such as if for younger students or for parents.
		Y		• The example specified for Benchmark Level 4 could be applied here, except the specific audiences could include other audiences. For example they could plan a presentation about a needed change in their school to be made to the PTA or School Board.
			N	
2.2 Review and revise communications to improve accuracy and clarity.*	Y			• Students could proofread and edit a simple one-paragraph selection.
		Y		• Students, given directions to a certain location, could be asked to make or clarify a map. • Students, given facts and a script for a newscast, could be asked to improve upon and correct the script. • Students could be asked to rewrite a given text to improve it when provided with information about the audience and purpose of the text. • Students, given a rough draft or a newspaper article, could be asked to make revisions for accuracy.
			N	

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Performance (Process) Standard	4	8	11	Examples of Assessment Activities
2.4 Present perceptions and ideas regarding works of the arts, humanities and sciences	N			
		Y		• Have students analyze landscape paintings of the mid-19th century.
			Y	• Have students interpret a painting of the Battle of the Little Bighorn from the perspectives of both the army and Native Americans. • Have students interpret a short reading from the perspectives of people from different groups.
2.5 Perform or produce works in the fine and practical arts.	Y			• Students produce answers to questions in the form of poetry or art. (Question social studies teachers must face: Should the social studies rubric scoring guide score students on the aesthetic quality of their responses to items?)
		N		
			N	
2.6 Apply communication techniques to the job search and the workplace.*	Y			• Students could be asked to write resumes aimed at being selected for a position in the school, such as an officer in a classroom club.
		Y		• The example identified for Benchmark Level 4 could be applied to this level, except that the positions for which resumes are written should relate more to the adult world.
			Y	• The example identified for Benchmark Level 8 could also be applied to this level.
3.1 Identify problems and define their scope and sequence.	Y			• Students could be given a scenario dealing with a problem, such as lack of water in an area, people wasting resources, etc., and asked how the problem might be solved. • Students may be given a chart showing technological advances and asked to explain the effect the advances have had on everyday life. • Given concrete information about some public or private enterprise that would be meaningful for 4th graders, students are to identify and explain problems faced by that enterprise. (The activity called *Zooconomy*, which was developed by the Center for Economic Education at the University of Missouri-St. Louis, may serve as a model for this example.
		Y		• Given a body of information, perhaps presented in the format of a newspaper article, define a problem that may be deduced from the information (e.g., rising student population in a community experiencing reduced tax collections and overcrowded buildings). • Given a simulation of a city, students are asked where to place residential areas. • Given newspaper articles about a matter such as a natural disaster, a strike, or a factory closing, students identify problems that need to be addressed.
			Y	• See the examples listed for Benchmark Levels 4 and 8, for some of them could be adapted to this level. • Students could be given a city planning map that shows streets that need to be repaired and asked to indicate which ones are most important to repair, giving reasons. (In this and other evaluations, it is important to let students know the scoring criteria up front.) Students could be asked questions pertaining to defining what were the problems created by some historical event like the Great Depression.

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Performance (Process) Standard	4	8	11	Examples of Assessment Activities
3.2 Develop and apply strategies based on ways others have prevented or solved problems.	Y			• Students apply the concept of a decision grid to help in solving some economic problem that is meaningful to grade 4 students.
		Y		• Give a scenario involving school or work in which there is a problem or the potential for a problem, ask students to identify strategies others have used for solving or preventing the problem. • Given a school program used in another state or nation, students assess whether that program could be replicated in Missouri. • Using the Constitutional Convention as an example, identify ways of reaching decisions in a school club that is drafting a constitution.
			Y	• Examples given for Benchmark Level 8 could be adapted to this level.
3.4 Evaluate the processes used in recognizing and solving problems.	Y			• Students, given a scenario describing a problem, perhaps one on the playground, and the processes used for how the problem was defined or solved, could be asked to evaluate the processes used.
		Y		• Students could be given a story about how a person addressed a problem and asked to evaluate the processes used. • Students could be given a description of some of the processes used at the Constitutional Convention and asked to evaluate those processes.
			Y	• Students could be given information about how a political system dealt with a specific problem—e.g., how FDR handled the Depression or how European democracies dealt with Hitler in the late 1930s—and asked to evaluate the processes used.
3.5 Reason inductively from a set of specific facts and deductively from general premises.	Y			• Students could be given a map showing where cities are located and asked to identify what is common about all of the locations.
		Y		• Students could be given information, perhaps in the form of statistical tables, and asked to plot a graph and draw conclusions about the information, generalizing from what the graph shows.
			Y	• Students could be asked to apply to a hypothetical situation one or more general principles from the Constitution or from a given Supreme Court decision.
3.6 Examine problems and proposed solutions from multiple perspectives.	Y			• Students, given a scenario where a city council is making a decision about what to do with a plot of land or where to place a new shopping mall, a fire station, or a new road, could be asked to explain how different groups of people would evaluate the council's options. • Students could be given a scenario where a school or local government is making a new rule or law and asked to explain how different groups of people would evaluate the new rule or law.
		Y		• Students could be given a decision made by the U. S. Government or by citizens that was made in the past and asked to present historically accurate perspectives of different groups of people (e.g., Native Americans in contrast to settlers, Southern plantation owners in contrast to abolitionists, owners of businesses in contrast to members of labor unions, etc.).
			Y	• Students could be given a scenario describing a law passed to address an environmental problem and asked to predict how businesses and local residents would evaluate the law.

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Performance (Process) Standard	4	8	11	Examples of Assessment Activities
3.7 Evaluate the extent to which a strategy addresses the problem	Y			• Students, when given a scenario where a problem and solution to the problem is presented, could be asked to evaluate the extent to which the solution did resolve the problem.
		Y		• Students, when given a problem and a solution to the problem, could be asked to indicate advantages and disadvantages of the solution using a T chart.
			Y	• Students, when given a problem and a solution to the problem, could be asked to indicate whether the solution worked in the short term or in the long term. The problems and solutions could be ones that comes from history, such as strategies used in a war, laws that were passed to deal with problems in the Great Depression, laws that were passed to deal with problems of the elderly, and so on.
3.8 Assess costs, benefits and consequences of proposed solutions.	Y			• Examples pertinent to Standard 3.7 would also be pertinent to this standard.
		Y		• Examples pertinent to Standard 3.7 would also be pertinent to this standard.
			Y	• Examples pertinent to Standard 3.7 would also be pertinent to this standard.
4.1 Explain reasoning and identify information used to support decisions	Y			• Explain why some people immigrated into the United States. • Identify and explain the reason for a given school rule.
		Y		• Students, when given an historical event students have studied or that is described where a decision people made is described, may be asked to explain what arguments could be used to support the decision. Students could also be asked to explain what arguments could be used to support the positions of those people who opposed the decision. • Students could be asked to explain why a public school might choose not to exhibit religious Christmas displays, whereas a parochial school would not do that.
			Y	• Many of the examples given to illustrate how standards could be assessed noted for Benchmark Levels 4 and 8 could be used here. • Many of the examples given to illustrate how standards could be assessed noted within Goal Area 3 could be used here.
4.2 Understand and apply the rights and responsibilities of citizenship in Missouri and the United States.*	Y			• Students could be given a scenario pertaining to a group of people who live in a community in Missouri and asked to identify some of the responsibilities citizens have in that community.
		Y		• Students may be asked to explain why freedom of expression is important in a democratic society. • Students may be asked to explain what due process of law is and why it is important in a democratic political system. • Students may be presented with a scenario where there is a dispute in a community and asked to explain in a democratic society what rights citizens have in dealing with the dispute. Students may also be asked to explain what responsibilities citizens have in dealing with the dispute. • Students could be given a scenario where a citizen is serving as a member of a jury and asked to indicate what responsibilities that person has as a juror.

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Performance (Process) Standard	4	8	11	Examples of Assessment Activities
			Y	• Some of the examples listed for Benchmark Levels 4 and 8 could also be used here. • Students could be given a description of how people are being treated in an undemocratic political system and asked to explain what specific rights were denied. Students may also be asked to explain how those rights are protected in the United States. • Students may be given a description of a situation where citizens stop carrying out their responsibilities as citizens and asked to predict likely consequences.
4.3 Analyze the duties and responsibilities of individuals in societies.	Y			• Students could be given two concrete scenarios describing situations involving children from two different societies or from two different periods of time and asked to explain what are the responsibilities of those children. • Have students explain the purpose of safety rules in a school or hospital.
		Y		• Students may be asked to explain the responsibilities students have in a school and to describe consequences that follow if they fail to carry out those responsibilities. • Students may be told that a country that was ruled by a dictatorship has moved in the direction of democracy and be asked to explain what new responsibilities citizens will have in a democratic society. • Students are asked to compare the roles of individuals in two different cultures.
			Y	• Many of the above examples from Benchmark Levels 4 and 8 would also apply here. • Given a situation within a government or business that is operating in a way harmful to the general welfare, describe responsibilities of individuals in that system and likely consequences of carrying out those responsibilities.
4.5 Develop, monitor and revise plans of action to meet deadlines and accomplish goals.*	Y			• Students may be presented a scenario where some plan that a person or group set up is in need of revision and asked to explain what to do in that situation.
		Y		• Students could be presented with a homework simulation where there is a change in circumstances and asked to explain how the plan may need to be changed. • Students may be given information about a change in circumstances facing a government—e.g., the nation becomes involved in a war—and asked to explain how the government's existing policies may need to be changed.
			Y	• The examples from Benchmark Levels 4 and 8 above might be applied here.

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Glossary

The glossary below presents definitions of those terms that are italicized in the second portion of this publication, the part entitled "Content Specifications by Standard for the Social Studies Portion of the Missouri Assessment Program."

Absolute location "Absolute location" pertains to identifying where a place is on the surface of the earth using some arbitrary, mathematical grid system, such as latitude and longitude. One can use absolute location to identify where a place is anywhere on earth, even on the ocean.

Barter "Barter" is the direct trading of goods and services without the use of money.

Business cycles "Business cycles" are short-term fluctuations in business activity, that is, a period of economic growth in real GDP followed by a period of decline in real GDP—a recession or depression—followed by a period of economic growth, and so on. See "Gross Domestic Product (GDP)."

Capital resources "Capital resources," often called capital goods, refers to goods used to produce other goods and services. Capital resources may be buildings, equipment, machinery, tools, ports, and dams, provided that those items are used to produce other goods and services.

Common good "Common good" refers to some program or action that is of benefit to society as a whole. Laws to set up parks, public schools, and public libraries are passed to promote the common good.

Comparative advantage A person or nation has a comparative advantage in the production of a good or service if that person or nation can produce the good or service at a lower opportunity cost than that of other person or nation.

Consumer "Consumers" are people who buy goods and services to satisfy their wants.

Consumption "Consumption" may be defined as the use of goods and services by consumers, businesses, or governments.

Cost-benefit analysis "Cost-benefit analysis" refers to an appraisal of whether the benefits of a carrying out project or decision outweigh the costs of carrying out the project or decision.

Demand "Demand" refers to the different quantities of a resource, good, or service that will be purchased at various prices during a given period of time. According to the law of demand, the lower the price of a good or service, the more of it will be purchased, whereas the higher the price, the less of it that will be purchased.

Democracy A democracy is a system of government in which rule is by the people, either as a direct democracy where the people make their own laws or as a representative democracy, a republic, in which laws are made by the people's elected representatives.

Demographics "Demographics" refers to population statistics, changes, and trends based on various measures of fertility (adding to a population), mortality (subtracting from a population), and migration (redistribution of a population).

Economic goals "Economic goals" may be defined as important societal goals that pertain to economics, such as economic choice, security, growth, equality, and efficiency.

Ecosystem "Ecosystem" is a term that means the same thing as an "ecological system." Such a system is formed by the interaction of all living organisms (plants, animals, people) with each

other and with the physical and chemical factors in the environment in which they live. They may vary in size from a pond, to a stand of giant redwoods, to a huge continent-wide belt like the tundra or the Sahara Desert, to the entire planet.

Environment Human use of the environment refers is synonymous with how people use their surroundings.

Factors of production "Factors of production" are the inputs into the production process: land (natural resources), labor (human resources), and capital. "Human resources" and "capital resources" are defined elsewhere in the glossary.

Federalism "Federalism" refers to a political system in which a national government shares powers with state or provincial governments. Each level of government has definite powers and each level of government may act directly on individuals within its jurisdiction. In the United States federal system some powers are given to the federal government, some are given to the state government, some powers are shared, and some powers are given to neither government.

Fiscal policy "Fiscal policy" refers to those government decisions taken with regard to taxing and spending money that are made in order to achieve economic goals.

Gross Domestic Product (GDP) "Gross Domestic Product" is the most inclusive measure of an economy's output. It is defined as the market value of the total output of final goods and services produced in one year. "Nominal GDP" refers the output of goods and services in terms of current prices, whereas "real GDP refers to the output of goods and services in terms of constant prices, that in terms of prices where corrections are made for changes in the value of the dollar. "Per capita GDP" is the GDP in an economy divided by the number of people in that economy.

Growth, economic "Economic growth" refers to an increase in the actual amount of goods and services produced per person in an economy in a given period of time, i.e., an increase in the real per capita GDP.

Human characteristics of a place The "human characteristics of a place" pertain to those features of a place that are the result of human activity. Places vary in the nature of their populations, their population densities, the ethnic makeup of the people, the languages most commonly found, the dominant religions, and the forms of economic, social, and political organization.

Human resources "Human resources" refers to the quantity and quality of human effort directed to the production of goods and services. One type of human resource is an entrepreneur. An entrepreneur is a person who assumes the risk of organizing productive resources to produce goods and services.

Individuals from Missouri who have made contributions to our state and national heritage In that part of the Grade 4 assessment that pertains to Standard 2, the benchmark statements indicate that students should know about individuals from Missouri who have made contributions to our state and national heritage. The intent is that students know about a variety of people who have made such contributions—people who lived in different time periods, who came from different cultural backgrounds, and who contributed in different ways (i.e., in exploration and community building, in business and trades, in politics, in education, in the sciences, and so on). The Department of Elementary and Secondary Education has not produced an official list of such people because it is more important that teachers and students decide for themselves which people would be most important. Consequently, assessment items developed for the Missouri Assessment Program in social studies will be designed to allow students to show what they have learned rather than to assess students' memorization of trivia. A useful fourth grade source for teachers to use to find such people is the textbook *Missouri: Then and Now*, which was written by Perry McCandless and William Foley.

Inflation "Inflation" may be defined as a rise in the general level of prices in an economy.

Interdependent People are interdependent when they rely upon each other to meet their needs. For example, people in rural areas are dependent upon industrial areas to obtain the farm machinery they need, and people who live in industrial areas depend upon rural areas to obtain the food they need.

Investment "Investment" refers to the use of resources by businesses, individuals, or government to increase productive capacity by developing new technology, obtaining new capital resources, or improving the skills of the work force. Examples are as follows: A restaurant buys new stoves in which to bake bread; an individual buys tools to make some repairs; and a school buys new computers and textbooks.

Laissez faire "Laissez faire" pertains to the practice of letting people do as they please without interference or direction. Laissez faire in an economy refers to letting owners of business or industry to fix the rules of competition, the conditions of labor, etc. as they please without government regulation or control. Laissez faire as a leadership style pertains to a type of leadership where the leader lets those under his authority to do as they please without his interference.

Limited government "Limited government" may be defined as a government whose powers are limited through constitutionally-imposed restrictions.

Location "Location" refers to the position of some place or region on the surface of the earth. See **absolute location** and **relative location**.

Majority rule "Majority rule" refers to a pattern of decision making where decisions are made by vote and a decision requires the support of more than half of those voting.

Market economy A market economy is an economic in which the major decisions about production and distribution of goods and services are made in a decentralized manner by individual households and business firms following their own self interest.

Mental maps "Mental maps" refers to the mental images or conceptions a person has of an area, including his or her knowledge of features and spatial relationships. One person's mental map may be more accurate and complete than another person's. People in the United States often have an image of the world with the United States in the center of a flat map, whereas, people in China often have an image of the world with China in the center of a flat map.

Monetary policy "Monetary policy" pertains to those actions taken in an economy to control the total money supply in order to promote economic growth or price stability. Monetary policy in the United States is exercised by the Federal Reserve Bank. It strives to exercise control of money supply by changing reserve requirements in member banks, by changing discount rates (the rate of interest at which it loans money to member banks, and by buying and selling government securities.

Money "Money" is anything that people generally accept as a medium of exchange with which to buy goods and services, that serves as a standard of value, and that has a store of value.

Natural Resources "Natural resources" are those "gifts of nature"—e.g., land, trees, water, fish, petroleum, mineral deposits, fertile soils, and favorable climatic conditions for growing crops—that are used to produce goods and services.

Opportunity cost "Opportunity cost" is the most important alternative that is given up as a result of a specific economic decision. The opportunity cost of purchasing an automobile for an eighteen-year-old boy may be that he cannot afford to attend college.

Place "Place," as the term is used by geographers, pertains to those physical characteristics and human characteristics that may be used to describe an area.

Physical characteristics of a place The "physical characteristics of a place" pertain to such features as landforms, water bodies, climate, soils, natural vegetation, and animal life, which

have resulted from geological, hydrological, atmospheric, and biological processes.

Popular sovereignty Under "popular sovereignty," the power to govern belongs to the people. The people, in turn, entrust that power to the government which is under their control.

Primary sources "Primary sources" pertain to sources that are firsthand that may be used by historians in trying to reconstruct and interpret the past. Examples of primary sources are original documents (photocopies are often considered primary sources too), eye witness accounts of an event, perhaps found in a diary, documents, photographs of people, texts of speeches, and so on. Just because a source is a primary source, however, does not mean that it is to be taken to be fully true. A person who observed an event and who describes it may perceive it inaccurately because of his personal frame of reference. For example, in the history of this nation in the years before the Civil War, two people may observe the sale of a slave and describe it in very different ways. One person may be a slave owner; the other person a slave about to be sold. Historians interrogate primary sources, just as attorneys examine witnesses.

Private goods "Private goods" may be defined as those goods that producers can withhold from consumers who refuse to pay for them, where the consumption of the product or service by one person reduces its usefulness to others. One example is a hamburger. See also "public goods."

Producers "Producers" are people who combine resources to make goods and services.

Production "Production" refers to the activity of combining resources to make goods and services.

Productivity "Productivity" is defined as the quantity of goods and services produced by an individual, a company, a sector of the economy, or an economy in a given amount of time.

Profit "Profit" is the difference between the total revenue and the total cost of a business.

Profit motive "Profit motive" pertains to a person's motivation to make a profit, to earn money as an entrepreneur.

Public goods "Public goods" are goods or services that cannot be withheld from customers who refuse to pay for them (nonexclusion), where the consumption of products or services by one person does not reduce its usefulness to others. Examples include national defense, street lighting, flood control, public safety, and fire protection in a crowded neighborhood. See also "private goods."

Region "Region" may be defined as an area that displays unity in terms of one or more selected criteria. Regions may be defined by political boundaries (Kansas City, Osage County, Missouri, Canada, etc.), types of terrain (plains, mountainous, etc.), how land is used (business district, ranch, cotton-producing region, etc.), rainfall (desert, rain forest, etc.), soil type (sandy, rocky, clay, etc.), dominant religion of the people, and so on.

Relative location "Relative location" pertains to identifying where a place is by explaining where it is in relation to some known places. For example, St. Louis is located a short distance south of the junction of the Missouri and Mississippi rivers.

Republic A republic is a political system in which the people exercise their political power through elected representatives and in which there are no inherited public offices.

Responsibility "Responsibility" pertains to a people's duties or obligations. In a society where citizens have rights, there is a responsibility, for example, to respect the rights of others.

Rights A major responsibility of a democratic government is to protect the rights of its citizens. The rights of citizens are identified in the Declaration of Independence and the United States Constitution, including the Bill of Rights. The personal rights include freedom of conscience and religion, freedom of expression

and association, freedom of movement and residence, privacy. Political rights include the right to vote, petition, assembly, and freedom of press. Economic rights include the right to own personal property, to choose one's work, to change employment, to join a union, and to establish a business. Other examples of such rights could be listed. Few rights are absolute, because they may conflict with each other or come into conflict with the common good in specific cases.

Rule of law "Rule of law" refers to the principle that everyone, even political leaders, must follow the law.

Saving "Saving" may be defined as a decision to withhold a portion of current income from consumption. Saving from the individual's point of view represents income not spent, which may be placed in savings deposits in banks, making it possible for those banks to make loans to those who wish to buy capital goods or other resources.

Scarcity "Scarcity" is a term referring to the condition where people cannot have all the goods and services that they want. It results from the imbalance between the relatively unlimited wants and limited resources. Scarcity is found in all societies.

Secondary sources "Secondary sources" pertain to those sources that historians use to interpret and reconstruct the past that are the interpretations of events and developments that are not first-hand observations. Secondary sources, which may be histories and history textbooks, are constructed by historians who have used primary sources and/or secondary sources- in the process.

Separation of powers "Separation of powers" refers to the division of powers among different branches of government within a political system.

Sources of wealth "Wealth" is the state of having money and/or property. Sources of wealth are earnings from wages and salaries, interest, rent income, and profit and from inheritances.

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Supply "Supply" refers to the different quantities of a resource, good, or service that will be offered for sale at various possible prices during a specified time period. According to the law of supply, the higher the price of an item, the more of it that is likely to be offered for sale.

Taxes "Taxes are those required payments made to governments by individuals and businesses.

Three branches of government There are three branches of government at both state and national levels. The branches are as follows:

Branch	State	National
Makes Laws (legislative)	General Assembly	Congress
Enforces Laws (executive)	Governor and other agencies that carry out the law	President and other agencies that carry out the law
Interprets Laws (judicial)	Courts	Courts

Trade-offs "Trade-offs" refers to the acceptance or choice of less of one thing to get more of something else (e.g., less of one good to get more of another, less regulation to protect the environment to get lower business costs and reduced prices of final goods).

Unlimited government "Unlimited government" may be defined as a government in which there are no effective restraints upon the political leaders. These are authoritarian governments in which power is concentrated in the hands of one person or a small group. The most extreme form of unlimited government is a totalitarian government, where the political leaders try to control every aspect of people's lives and prohibit free associations.